DOCUMENT RESUME

ED 321 197 CG 022 641

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TITLE A Career Exploration Program for Learning Disabled High School Students.
SPONS AGENCY American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE 87
NOTE 48p.
PUB TYPE Reports - Descriptive (141) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Exploration; Career Guidance; Computer Uses in Education; Counselor Attitudes; Counselor Teacher Cooperation; Grade 11; Grade 12; High Schools; *High School Students; *Learning Disabilities; *School Counselors; Special Education; Student Attitudes

ABSTRACT

A nine-session career exploration program was presented by special education teachers and guidance counselors to a group of learning disabled high school 11th and 12th graders in New Jersey. The program included the use of DISCOVER, a computerized career guidance system. Thirty-six students comprised the initial treatment and control groups. The Self-Directed Search, Career Decision Scale, Self-Esteem Inventory, and a program evaluation form were completed by the students. Teachers and counselors also completed evaluation forms and submitted logs containing program notes. The following variables were examined: self-esteem, career indecision, congruence, differentiation, number of identified job possibilities, and perceived usefulness of the program. It appeared that the program may have impacted congruence, number of identified job possibilities, and career indecision. Students seemed to view the program positively. Interestingly, counselors chose to participate minimally in the program and rated it least positively. It is speculated that counselors may lack the competence to serve these students and may not see such activities as part of their roles. (Author)

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A Career Exploration Program for Learning Disabled High School Students

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Running head: A CAREER EXPLORATION PROGRAM

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Abstract

A nine session career exploration program was presented by special education teachers and guidance counselors to a group of learning disabled high school eleventh and twelfth graders. The program included the use of DISCOVER, a computerized career guidance system. Thirty-six students comprised the initial treatment and control groups. The Self-Directed Search, Career Decision Scale, Self-Esteem Inventory, and a program evaluation form were completed by students. Teachers and counselors also completed evaluation forms and submitted logs containing program notes. The following variables were examined: self-esteem, career indecision, congruence, differentiation, number of identified job possibilities, and perceived usefulness of the program. It appeared that the program may have impacted congruence, number of identified job possibilities, and career indecision. Students seemed to view the program positively. Interestingly, counselors chose to participate minimally in the program and rated it least positively. It is speculated that counselors may lack the competence to serve these students and may not see such activities as part of their roles.

A Career Exploration Program for Learning Disabled High School Students[1,2]

With the advent of Public Law 94-142, a strong commitment was made to address the educational needs of all students. Initially, efforts were focused on identifying young, disabled children and providing them with appropriate academic remediation. The greatest energies were invested in areas of the greatest perceived need.

Disability, however, does not necessarily end in the elementary school years. Thus, in high school, this special population continues to demonstrate educational needs which may be different from those of nonexceptional students.

In particular, during the high school years, career education and exploration become a significant area of concern for all students (Super, 1983). Yet, little attention has been given to the career development needs of students not in the mainstream, specifically, learning disabled students (Mori, 1980). As a result, few of these students are fortunate enough to receive any structured career planning (Biller, 1985).

Guidance counselors provide much of the available career counseling to high school students. Their work often focuses on scheduling classes and matching students to the best post-high school training programs. Use of computerized career information programs (Harris-Bowlsbey, 1984) has aided counselors in the

provision of career services. Yet the counselors tools and the typical strategies they provide may not be best suited for the learning disabled student. In order to identify the career planning needs of this student, a number of factors should be considered.

First, the term "learning disability" may indicate a wide range of learning difficulties which are the result of weak selective attention skills and related characteristics such as hyperactivity, distractibility, perseveration, and impulsivity (Ross, 1976). Choice of tools and strategies must be based on the particular student's perceptual strengths and weaknesses. For example, employing an interest inventory which relies heavily on reading skills may prove disasterous for a dyslexic student.

Second, guidance counselors, as well as school systems, may assume that the special services department should provide all educational services to classified students. This may result in special education and resource room teachers bearing the burden of providing both academic training and career counseling to these students.

Third, the self-esteem or self-concept of learning disabled children may be somewhat weaker than that of other children (Ross, 1976). Bryan (1977) revealed that learning disabled children tend to receive more negative evaluations and experience more negative social interactions than non-learning disabled children. Self-esteem is a critical component in the development of a self-concept.

Self-concept is key to the development of vocational maturity (Super, 1983). Thus, for learning disabled students, addressing self-esteem issues may be a significantly crucial factor of any vocational guidance service.

The program described below attempted to address the above career concerns and needs of learning disabled high school students. Specifically, a nine session career exploration program was adopted by a central New Jersey high school. The program was entered into the curriculum of junior and senior high school students identified as "perceptually impaired" and attending "resource room" classes.

The program included exercises and homework focusing on self-esteem, interests, decision-making skills, values clarification, knowledge of the World of Work, and exploring occupations. Also integrated into the program was a computerized career guidance tool, DISCOVER (ACT, 1987).

The integration of a career program, for a special population, into existing guidance and special services was promoted. Both Directors of Special Services and Guidance Departments acknowledged the need of such career programs. The Directors looked forward to the cooperation of both departments, of guidance counselors and special education teachers working together to serve this population. The Directors hoped that such a program would encourage greater involvement of guidance counselors in serving learning disabled students.

Thus, this study was executed and is presented

here as an exploration, as a look at what might or might not be effective in a public high school career education program for learning disabled students.

Specifically, the following variables were examined: (1) how the program impacted (a) student's self-esteem, (b) career indecision, (c) congruence (degree of correlation between a student's choice of occupation and results on a career assessment tool), (d) degree of differentiation (degree to which a student exhibits specific, clearly identified interests and skills), and (e) the number of identified job possibilities; (2) whether or not the program was considered of benefit or usefulness to students and faculty; (3) how such a program might fit into the system of a public high school's guidance and special education departments.

A research design was employed which simply compared treatment and control groups after the administration of the program to the treatment group only. This research design although frought with many threats to validity (Cook & Campbell, 1979) was chosen as it appeared to be practical, feasible, and least invasive, considering this particular field setting.

Method

Participants

The participants included thirty-two randomly chosen eleventh and twelfth grade high school students identified as perceptually impaired. They were attending the Lawrence High School in

Lawrenceville, New Jersey in the Fall of 1987. The group was randomly divided into treatment and control groups, each containing eighteen students.

Mean grade point averages (GPA's) of the two groups were comparable (Treatment = 1.65; Control = 1.86, based on a 4.0 scale; $t(27) = .56$ $p>.05$). Most recent available achievement scores of the Comprehensive Test of Basic Skills revealed no significant differences between the groups in the areas of reading, $t(27) = 1.98$, $p>.05$, language, $t(27) = 1.08$, $p>.05$, and math, $t(27) = .02$, $p>.05$.

Four guidance counselors and four resource room teachers participated in the implementation of the program. These faculty members described the students as having weak reading skills, exhibiting behavioral difficulties, and lacking greater motivation than the nonexceptional eleventh and twelfth graders.

Materials

Counselors and resource room teachers received a manual entitled, Career Exploration for the Resource Room (Appendix A) which outlined the entire program. These faculty members were also given notebooks in which to keep personal logs of the class sessions, of guidance use, and of computer use. Students received folders in which they maintained their class handouts, notes, and computer printouts.

DISCOVER, a computer-based career planning system (ACT, 1987) was employed throughout the program and used during classes as well as on an individual

basis. Although students were encouraged to explore DISCOVER as they wished, specific modules were reviewed, including: "1-Beginning the Career Journey", "2-Knowing About the World of Work", "3-Knowing About Yourself", "4-Knowing About Occupations to Explore", "5-Knowing About Occupations", and "6-Making Decisions About Education".

Once the treatment group completed the program, these students, teachers and guidance counselors were asked to complete a general program evaluation (Appendices B & C). Student Program Evaluations were written in simple language to facilitate easy reading.

Also at that time, all treatment and control group students completed: (1) the Self Directed Search (SDS) (Form E) (Holland, 1985), a vocational counseling tool which assesses an individual's personal and job-related interests, competencies, and perceived abilities. The SDS form E provides an individual with a 2 letter occupational code. This code is based on Holland's model which categorizes all occupations into one or more of six categories: R(realistic), I(investigative), A(artistic), S(social), E(enterprising), and C(conventional). Form E provides an easier reading level than the standard form; (2) the Career Decision Scale (CDS) (Osipow, 1987), an inventory which measures indecision about one's career path; and (3) the Culture-Free Self-Esteem Inventory (SEI) (Form AD) (Battle, 1981), which assesses levels of self-reported self-esteem.

Procedure

Prior to the implementation of the program, the project coordinator, counselors, and teachers met twice formally for the purpose of introduction, orientation, and training. At these meetings, roles were discussed, materials were reviewed, and DISCOVER was presented and demonstrated. These faculty members were requested to practice accessing the DISCOVER system and familiarize themselves with its use prior to the program implementation. The Manual outlining the class sessions (Appendix A) was discussed in detail.

Counselors were notified that they were to meet individually with students at least twice during the program, after Session 5 and between Sessions 8 and 9. They were also asked to give career library tours and be present during Session 3. Teachers were asked to present the program on at least a weekly basis during scheduled class time. They were also reminded to present the program only to treatment group students.

The project coordinator distributed her work and home phone numbers encouraging faculty to call with feedback, questions, and consultation. The coordinator also met with faculty and the Director of Guidance both formally and informally throughout the program.

Control group students were informed that they would be participating in the program after it had been completed by the first group of students. Data selection was scheduled to occur during the ninth session. After the treatment group completed the program and data were collected by the teachers, the program and DISCOVER were offered to the control group.

Results and Discussion

According to teachers and guidance counselors, program implementation and data collection for a number of students proved difficult. Reasons included high absenteeism, non-compliance, and student transfers to other school districts. One student dropped out of school temporarily to serve time in jail. As a result, complete data was available for only twenty-five of the thirty-six students comprising both treatment and control groups.

Due to small sample sizes and the inconsistent data collection (some students completed the SDS but not the CDS and vice-versa), use of statistical analysis was questionable. Nevertheless, descriptive data were reviewed for possible trends with the above reservations in mind.

Each teacher incorporated the program into the weekly curriculum in her own way. Generally, one to two sessions were covered every week during class periods. Due to high absenteeism in this group of students, teachers attempted to present material to absent students on an individual basis.

Mean scores of the treatment group and control groups were calculated. Table 1 presents the means

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Insert Table 1 about here

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derived from available data and consequently different sample sizes.

Two variables appear of interest, congruence

and number of jobs the students considered exploring. Congruence is the extent to which an individual's original occupational choice is consistent with his/her occupational score on the SDS. For example, an individual may state that he wants to become a social worker, an occupation which is primarily "social" in nature. Yet, on the SDS Form E, his two letter occupational code is clearly "RA", "realistic" and "artistic". In this case, the degree of congruence is low.

The SDS Manual (Holland, 1985) demonstrates how a numerical value can be computed resulting in a congruence score. The Iachian Index was employed with only two letters, as opposed to the standard three letters, as Form E resulted in two letter codes.

Table 1 reveals that the control group with a lower n evidenced what seemed to be a visibly greater degree of congruence than the treatment group. Using the two letter code, the congruence score displays a possible range of 0 to 20. Here, the control group mean of 17 was the closest to the upper limit of 20. One may speculate why those who had not yet participated in the program exhibited a more congruent mean score. The SDS is a self-administered tool based primarily on self-perceptions. Could the program have changed the way the treatment group students perceived themselves, thus promoting less congruence between self-perceptions and what students had always thought they would do?

A case in point was noted by a teacher and a counselor. They each described how one male student had always planned to work in construction. Yet, to his

surprise, his classroom career exploration and use of DISCOVER resulted in an assessment of values and interests that led to other avenues of work. Perhaps this program served to challenge students' perceptions and expectations.

On the average, treatment students considered exploring more jobs than control group students. It may be that the program provided more career information and job possibilities to the program participants than available to the other learning disabled students.

The program did not appear to have much of an impact on self-esteem, career certainty, or differentiation, as determined by the SDS code. Thus, treatment group students felt no more confident in themselves than control group students. This is not surprising as self-esteem is multidetermined. A short, one-time career program may result in little or no change in self-esteem. Treatment students seemed no more certain about their career paths than controls. Finally, both groups displayed almost equal levels of differentiation, indicating that there was almost no difference in the degree to which all the students exhibited specific, clearly identifiable interests and skills. Perhaps a continuous program of career exploration integrated throughout the high school curriculum might have a greater impact on these areas.

Students were also assessed as to their perceived need for career intervention or assessment as measured by the CDS. Table 2 reveals that 3 out of 12 treatment

Insert Table 2 about here

students felt little need for further intervention compared to 0 out of 13 of the controls. None of the treatment students indicated a high likelihood of need for intervention whereas one of the control students did. These data, although based on a restricted sample, may support a trend which demonstrates that the program helped meet a need for career exploration.

Only nine student program evaluations were collected by teachers. Mean ratings are displayed in Table 3. On a scale of one to five, where 1 = not at all and

Insert Table 3 about here

5 = a lot, students revealed that they tended to enjoy the career classes. Working with DISCOVER was perceived as almost average in terms of enjoyment. Overall, students rated the amount they learned about careers (Item #3) about average, indicating they appeared to acquire new knowledge. They further indicated that they felt they received some help from the career program. They also tended to recommend that other students have a chance to participate in the program.

Student written comments revealed that the greatest benefit of the program was gaining information about the variety of occupations and about specific jobs. One individual felt the program could have been condensed. Another found the computer "confusing". This may well

have been a result of reading difficulties.

Counselor evaluations and logs communicated some interesting findings. Only three of the four counselors returned their evaluations and logs. Of the 18 students in the treatment group, only seven ever met with a counselor. Three of these students met only once with a counselor. The program had been designed so that students would meet with their counselors individually on at least two occasions.

According to logs and counselor/teacher interviews, little consultation occurred between teacher and counselor. Counselors did not visit classes or give career library tours as instructed at the orientation and as documented in Sessions 3 and 6.

Meetings with counselors during the program revealed frustration with students for not attending scheduled appointments. They also communicated their feelings of being overworked and burdened with deadlines for student college applications.

One counselor wrote, "I don't think the special education population was a good one to use." Another repeatedly referred to DISCOVER as DISCOVERY, revealing an obvious unfamiliarity with the guidance system.

In contrast, teachers appeared to carry the program. They also echoed the counselors' frustrations, indicating that it was generally difficult getting this group motivated, compliant, and in attendance for any school subject.

Overall, teachers tended to rate the program more highly on the teacher/counselor program evaluations

(Table 4). Ratings for teachers averaged 3 and above

Insert Table 4 about here

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for all items. Counselors exhibited average item ratings of 3 and below.

Teachers recommended condensing the program to a two or three day intensive workshop with no interruptions, thus allowing these students to focus their attention without the distraction of other classes, holiday breaks, and multiple absences. The teachers also thought that such a workshop might provide more individualized interactions with teachers.

The teachers noted that the use of DISCOVER should be better tailored to meet individual student needs. For some students, the reading level was too difficult. Most needed much direction while using it. Yet some felt quite comfortable at the computer and couldn't wait to use it.

With respect to specific exercises utilized in this career exploration program, teachers noted that the values auction, decision-making skills, and coat of arms exercises tended to be well-received (See Appendix A). The values action in particular seemed to challenge students toward more realistic expectations about their futures. Students also expressed their enjoyment of the Self-Directed Search which was part of the data collection.

Impressions and Conclusion

As so aptly phrased by Chubson (1985), "At this

time, career exploration, guidance, and counseling for children with disabilities is as much an art as it is a science (p. 49)." Career development theory has, for the most part, been based on the nondisabled population (Conte, 1983). Consequently, adapting such theory and associated knowledge to any disabled population may often result in a hit or miss state of affairs.

The present study was an attempt to further our knowledge and experience in this area as well as to provide career services to a specific disabled population in a public school setting. It revealed the difficulties of implementing a new program in a field setting. Significant factors often affecting outcome, in this case counselor participation, teacher data gathering techniques, school schedules, and student absenteeism, were often beyond the control of the researcher.

Importantly, we must be reminded that the data collected here and the observations made in the present study are based on a small sample of students, teachers, and counselors, in one school. Furthermore, the particular research design (post-test only measurement) employed and its accompanying threats to validity must be seriously considered when examining any possible between group differences. Thus, one must be cautious in making generalizations to other populations and educational settings.

Nevertheless, a number of comments made by teachers and students supported the value of repeating such a program. Teachers unanimously remarked that having

presented the program for the first time, they were now better prepared and more confident to present it to future students. Repeatedly emphasized was the observation that what was effective for one student may not have been for another. Whereas one teacher reported that her students experienced difficulties understanding DISCOVER because of their weak language skills, another stated that DISCOVER was greeted with much enthusiasm. Overall, teachers expressed interest in learning new techniques and strategies to reach their students. For these teachers, the program offered the opportunity to acquire a variety of new tools which they could selectively access and tailor to meet their students' career needs.

Student reactions to the program may not have been all too different from their reaction to any other newly presented educational project. Yet it appears that students who participated increased their knowledge base of occupations and were beginning to consider more job possibilities. They may have felt less needy in their career concerns than those students who had not yet participated. They tended to rate the program positively and recommend its use for other students. Specific program exercises, such as the values auction, were well received. Student expectations and perceptions were challenged. Midprogram, one teacher wrote, "When the students work with the computer and have to identify their strengths and weaknesses...there is a lot of denial on their part."

It was further recognized that many of the learning

disabled students were expected to be safely taken under the wing of their family businesses. Thus, career exploration served to present possibilities where few had been previously considered. Perhaps this is why the treatment group students appeared possibly less congruent than their control group counterparts. A similar result was documented by Rosenthal (1985) in a career development program for learning disabled college students. He noted that as a result of the program, students were less likely to be influenced by family and peer pressures.

A critical observation, however, concerned the roles of the guidance counselors and teachers in the career education of this special population. Understandably, the resource room teachers felt most comfortable with their students and were most likely better able to cope with and accept the frustration of serving them. Perhaps these teachers are more realistic in their expectations than the guidance counselors who have had relatively little experience with these students.

Chuben (1985) has noted how guidance counselors have typically lacked the competence to serve this group. In this study, counselors' minimal participation may have been a function of such a lack in competence. Furthermore, the counselors' expectations may have been unrealistic. Although they seemed to know that this group exhibits high absenteeism and noncompliance, they continued to interact with them as they would with other students. For example, when students were absent for appointments, they did not actively seek them or even

visit their classes for follow-up. They also openly asserted to the project coordinator that they did not want to be expected to do so.

Learning disabled students experience multiple failures in school. It is not uncommon for them to exhibit accompanying behavioral and emotional difficulties, especially during the adolescent years (Santrock, 1986). Self-esteem levels are often quite low. Counselors may need to alter their approach in order to reach these students. Perhaps one cannot expect these students to respond like other counselees. Counselors would do well to take a more active, direct approach, come out of their offices and join special education teachers and their students in the classroom.

Greater consultation efforts must occur between these two groups of school personnel. Such efforts would promote the spirit of the federal legislation of P.L. 94-142 and the Rehabilitation Act of 1973.

Such programs might help (1) introduce counselors to the special needs of such students, (2) emphasize an active, direct approach, (3) encourage consultation, (4) provide counselors with specific career tools and strategies, and (5) educate counselors about their role as advocates for the welfare of disabled individuals. Future efforts might well focus on developing programs to prepare counselors for career exploration with the learning disabled.

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Footnotes

[1]This program was funded by an American Association for Counseling and Development Professional Enhancement Grant. The use of DISCOVER was made possible for this study free of charge, by the ACT Discover Center.

[2]The author wishes to thank Terry Rosenthal, Director of Special Services, Lawrence Township, NJ, John Machulsky, Director of Guidance, Lawrence High School, their personnel and students for their cooperation and support.

Table 1

Summary of Mean Scores for Treatment and Control Groups

Measure	Treatment	Control
SEI total score	25.60 (n=15)	25.40 (n=14)
CDS certainty	34.15 (n=13)	34.92 (n=14)
SDS		
congruence	13 (n=12)	17 (n=10)
differentiation	19.15 (n=12)	19.38 (n=13)
# of jobs students considered exploring	3.66 (n=13)	2.83 (n=12)

Table 2

Perceived Need for Intervention on CDS (n=25)

	Treatment	Control
Little felt need for intervention	3	0
Further need for assessment	9	11
High likelihood of need for intervention	0	1
Possible invalid test data	0	1
n =	12	13

Table 3

Student Program Evaluation Mean Ratings (n=9)

Question[b]	Mean Score[a]
1. How much did you enjoy the classes on careers?	3.5
2. How much did you enjoy working with DISCOVER?	2.8
3. How much more do you know about careers as a result of this program than before?	3.0
4. How much did the career program help you?	3.0
5. Would you recommend that other students have a chance to take this program?	3.2

a. Ratings ranged from 0-5, 5 being the most positive rating.

b. See Appendix B.

Table 4

Teacher/Counselor Program Evaluation Ratings[a]

	Counselors[c]			Teachers			
Items[b]	A	B	C	A	B	C	D
1. overall value of program	2	3	2	3	3	4	4
2. effectiveness of DISCOVER	2	2	1	3	3	3	2
3. recommendation for similar students	2	2	1	3	3	2	1
4. program w/o DISCOVER[a]	1	2	1	1	4	2	2
5. recommendation for integration into curriculum	3	4	2	3	3	4	4
6. student interest in classes	2	2	1	4	4	3	3
7. student interest in DISCOVER	2	2	2	2	3	3	3

a. Ratings ranged from 0-5, 5 being the most positive rating (except for item #4, see Appendix C).

b. See Appendix C.

c. Counselor D never returned evaluation.

Appendix A

CAREER EXPLORATION PROGRAM

for the

Resource Room

NOVEMBER - DECEMBER, 1987

Rosemarie Scolaro Moser, Ph.D.

Session 1

INTRODUCTION TO COURSE AND DISCOVER

1. Explain the idea of career exploration and the purpose of this program: to think about and learn about career possibilities. Not necessarily to find a job or make an absolute decision.

2. Definitions:

   JOB - a particular position you hold to earn money.

   OCCUPATION - a field or area of work.

   CAREER - the sum total of all your life experiences, work, and nonwork.

3. Present LIFE-CAREER RAINBOW.

   Discuss the roles each of us occupies. Illustrate with examples of friends, family.

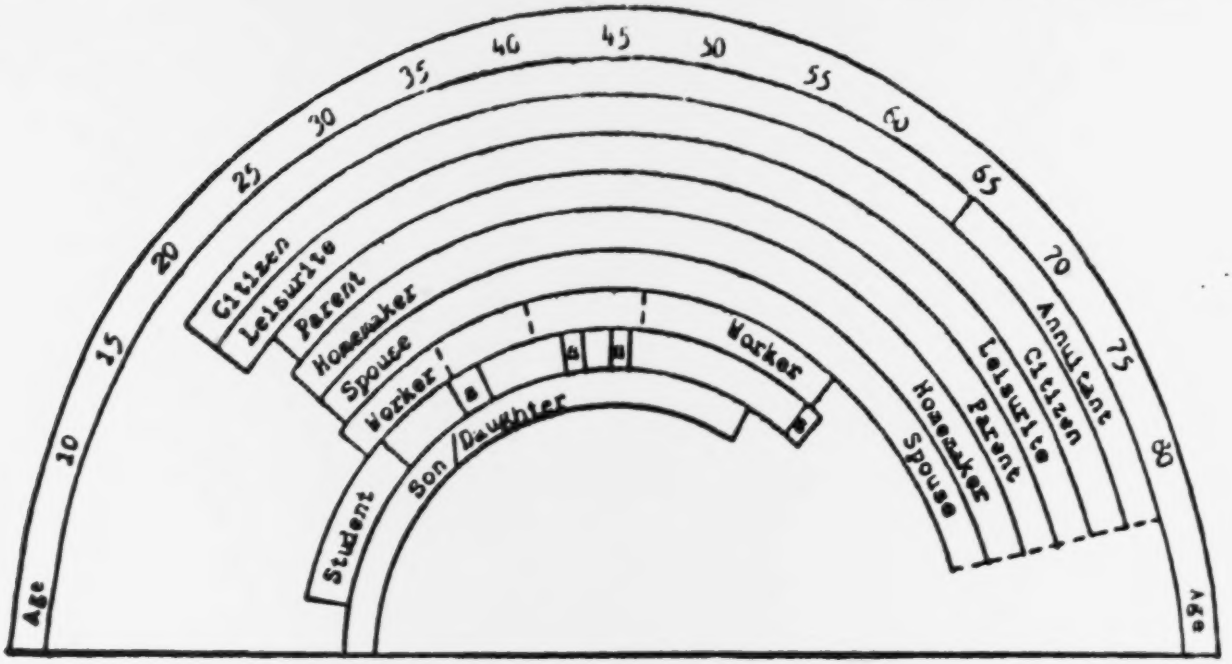
4. Briefly present DISCOVER and encourage its use.

   Take students through introduction.

5. Distribute folders in which to keep work.

HOMEWORK: Part or all of Module 1. Tell students they may or may not wish to complete the CAREER JOURNEY.

Career Rainbow Summary Sheet



Son/Daughter....Your relationship to your parents or guardians and the time and energy spent in it.

Student.....The time and energy spent in education or training at any time in your life.

Worker.....The time and energy spent in work for pay at any time in your life.

Spouse.....Your relationship with your husband or wife and the time and energy spent in it.

Homemaker.....The time and management spent in taking responsibility for home maintenance and management.

Parent.....Your relationship with your children and the time and energy spent in it.

Leisurite.....The time and energy spent in leisure activities.

Citizen.....The time and energy spent in civic, school, church, or political activities.

Annuitant.....The role in which replaces worker, that is, the time in life when individuals receive social security, pension, and/or other types of retirement income.

*From Personal Life & Career Planning (Bowlsbey, et al. 1979).

CAREER DECISION-MAKING

1. Decision-Making Styles

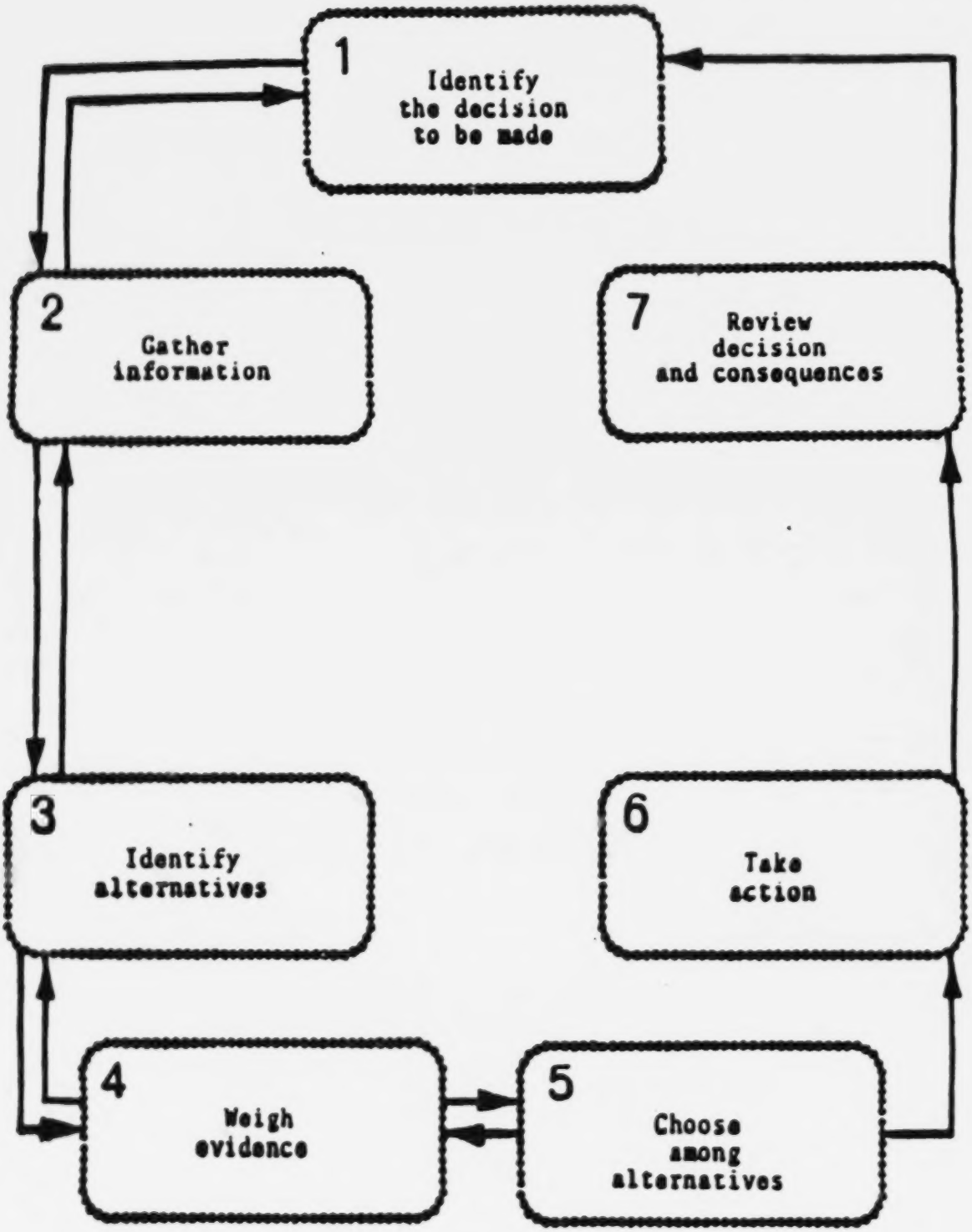
   Present Planful Decider
   Agonizing Decider
   Impulsive Decider also Delaying

   Discuss and employ all examples. Describe how this can apply to all decisions, especially occupational.

2. Complete "Coat of Arms" exercise.

   Discuss in class. May complete as homework.

PLANFUL DECIDER



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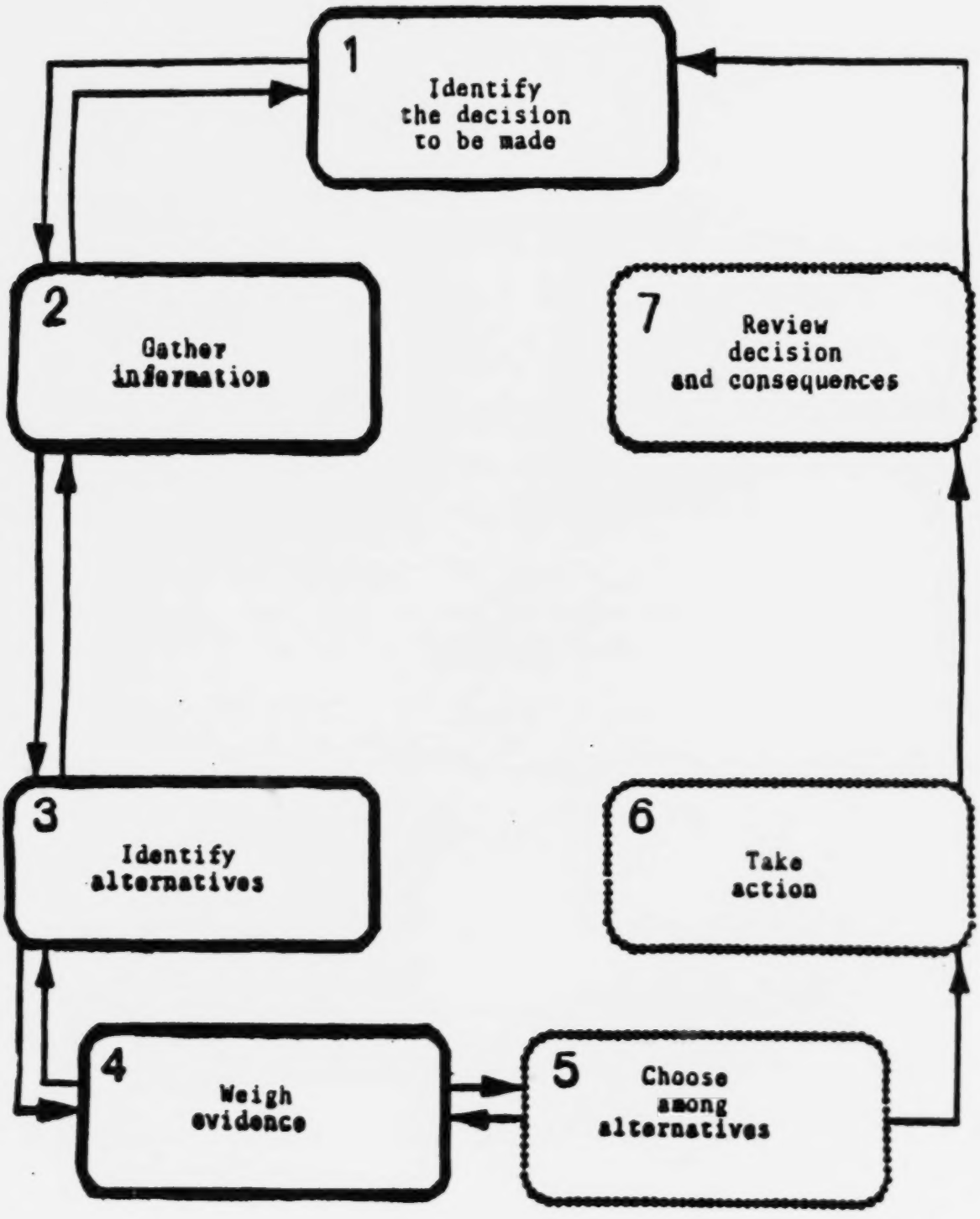
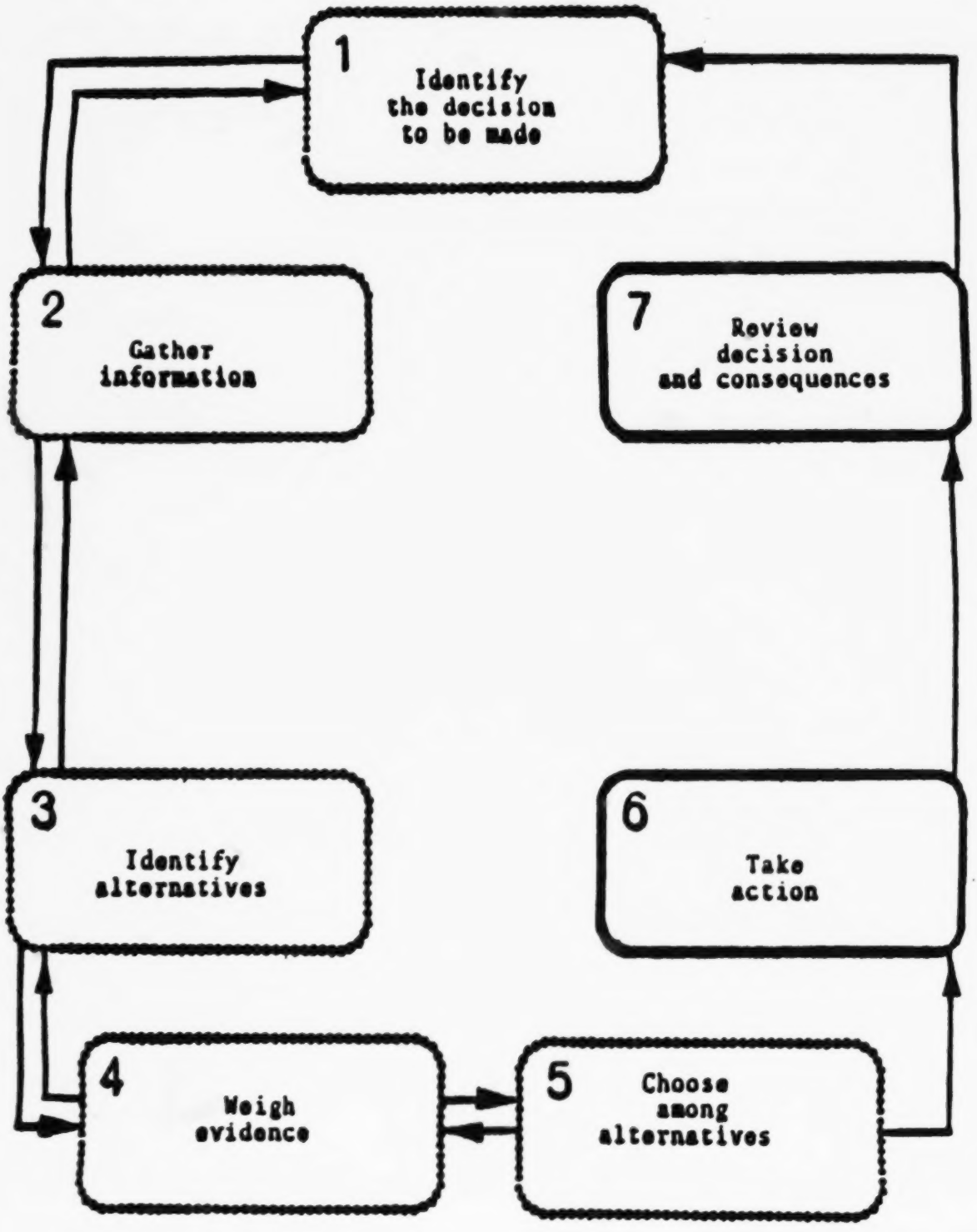


From Personal Life & Career Planning (Bowlsbey et al. 1979).

IMPULSIVE DECIDER



From Personal Life & Career Planning (Bowlsbey et al. 1979).

Directions for PERSONAL COAT OF ARMS

Long ago, families made personal coats of arms to identify themselves to others. These coats of arms often showed some of the family history and beliefs that were important to the family.

In this exercise, you will make your own coat of arms. Attached to these directions is a blank coat of arms divided into 6 parts. In parts 1 through 5, use only drawings to express your thoughts. Follow the directions below.

Part 1: Make a drawing of one of the most important things you've ever done.

Part 2: Make a drawing of one of the most important things your family has ever done.

Part 3: Draw one or two things that people who care about you say you should do for a living.

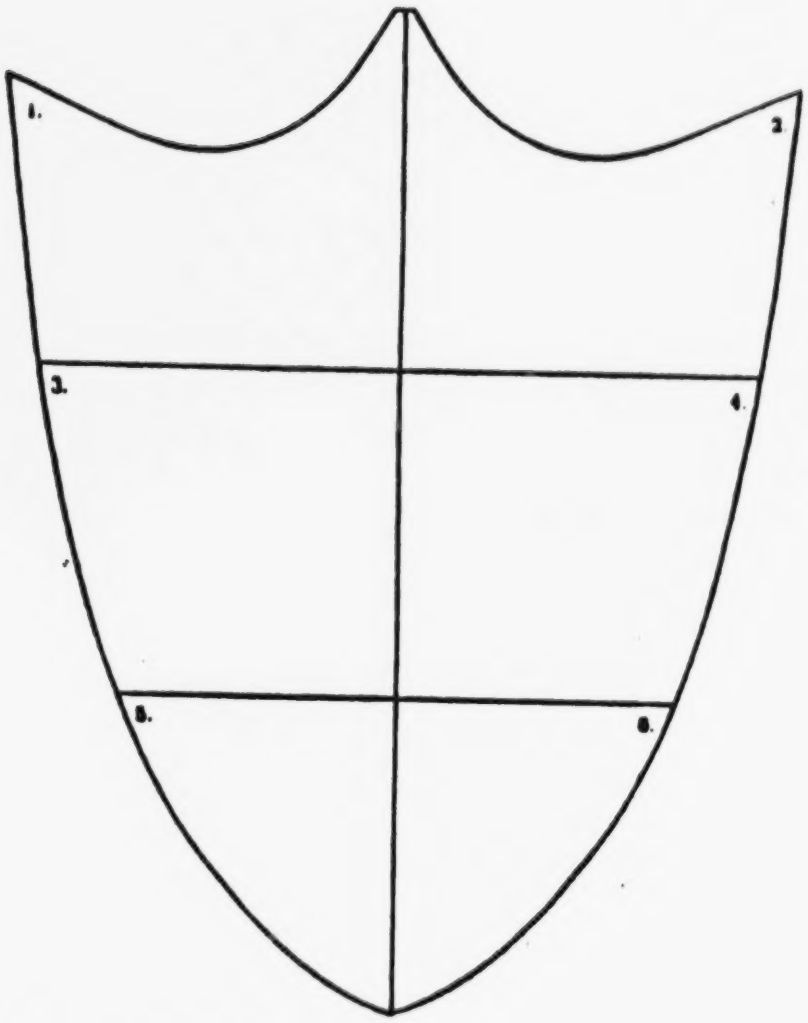
Part 4: Draw the thing you like most about yourself.

Part 5: Make a list of the tings you want most from work.

Adapted from Carney & Wells, Career Planning (1987).

Personal Coat of Arms
for

(Name)



From Carney, C.G. & Wells, C.F. (1987). Career Planning.

Session 3

WORLD OF WORK

1. Present World of Work Map.

   Show 4 work task areas
   12 regions
   25 job families

2. Guide class through Module 2 on DISCOVER.

3. Stress availability of Guidance Counselors to discuss career exploration throughout this program.

HOMEWORK: Complete Module 2.

***Note: Recommend Guidance Counselors to be present for introduction/presentation.

THE WORLD OF WORK MAP

From Personal Life & Career Planning (Bowlsbey et al. 1979).

BEST COPY AVAILABLE

Session 4

VALUES CLARIFICATION

LEARNING ABOUT YOURSELF

Values Auction Exercise

Each student is given $500.00. Bids begin at $50.00 with minimum increase of $10.00.

Give students a few moments to plan their bidding strategies and choose values before beginning the auction.

Discuss the results of exercises.

Did they get what they wanted?
What was most important for them?
Relate values to how one makes choices.

HOMEWORK: Begin Module 3.

Values Auction

You have a total of $500.00 to bid for any or all of the following "work values". "Work values" are things which people might think are important to have in a job. Bidding begins at $50.00. When you bid over someone, you must bid at least $10.00 more than the last bid. The list of values is below. Think about what might be important to you in a future job. To help you plan your strategy, you may put a number "1" next to the most important work value, a number "2" next to the second most important, and so on. REMEMBER, you can only spend $500.00.

1. AMOUNT OF PAY
2. FRIENDLY WORKERS
3. PRESTIGE & IMPORTANCE
4. BEING YOUR OWN BOSS
5. PLEASANT WORK ENVIRONMENT
6. JOB SECURITY - little or no chance of being fired
7. PAID VACATION TIME

Session 5

SELF-EXPLORATION

1. Discuss Module 3 results, printouts.
2. Assist with difficulties or questions.
3. Schedule guidance appointments.

HOMEWORK: Continue Module 3.

Session 6

FINDING OCCUPATIONS

1. Trip to Career Library.
2. Introduction to Directory of Occupational Titles & Occupational Outlook Handbook.

HOMEWORK: Begin Module 4.

Session 7

FINDING OCCUPATIONS (CONT'D)

1. Discuss Module 4.

   What occupations have students come across?

2. Have students choose at least 1 occupation to research and present next time.

HOMEWORK: Research an occupation in Module 5 to present to class.

Session 8

CLASS REPORTS & WRAP UP

1. Students describe researched occupations to class.

2. Schedule appointments with Guidance Counselors.

3. General discussion about where students are now, compared to the beginning of the program, with respect to thinking about their futures.

HOMEWORK: Explore Module 6 and/or any other modules.

Session 9

DATA COLLECTION

1. Testing of Treatment and Control Groups.

   Program Questionnaire (Treatment only)
   Career Indecision Scale
   Culture-Free SEI
   SDS

2. Collection of folders and logs.

3. Background data on students including

   name
   sex
   grade
   teacher
   age
   birthdate
   GPA
   achievement scores

**This session must occur after second, scheduled guidance appointment.

Control students must not use DISCOVER until after testing.

Appendix B

Name_____ Teacher_____
Date_____

Circle one number for each question.

1. How much did you enjoy the classes on careers?

1	2	3	4	5
/NOT AT ALL				A LOT\

2. How much did you enjoy working with DISCOVER?

1	2	3	4	5
/NOT AT ALL				A LOT\

3. How much more do you know about careers as a result of this program than before?

1	2	3	4	5
/NOTHING				A LOT\

4. How much did the career program help you?

1	2	3	4	5
/NOT AT ALL				A LOT\

5. Would you recommend that other students have a chance to take this program?

1	2	3	4	5
/NOT AT ALL				DEFINITELY\

6. What did you like most about the program?

7. What did you like least about the program?

8. How could this program be improved?

Appendix C

Teacher/Counselor_____
Date_____

1. Overall, how would you rate the value of this career exploration program?

1	2	3	4	5
/LOW VALUE				HIGH VALUE\

2. How effective was the use of DISCOVER with your students?

1	2	3	4	5
/NOT AT ALL EFFECTIVE				EXTREMELY\ EFFECTIVE

3. Would you recommend this program for similar students?

1	2	3	4	5
/DO NOT RECOMMEND				RECOMMEND\ HIGHLY

4. To what degree do you think your students would have benefitted from the individual use of DISCOVER without classroom support?

1	2	3	4	5
/WOULD NOT BENEFIT				WOULD BENEFIT\ HIGHLY

5. To what degree would you recommend that such a career exploration program, with the use of computerized guidance, become integrated in the standard educational curriculum?

1	2	3	4	5
/VERY LOW DEGREE				VERY HIGH\ DEGREE

6. How interesting did your students find the career classes?

1	2	3	4	5
/NOT AT ALL INTERESTING				EXTREMELY\ INTERESTING

Appendix C (cont'd)

7. How interesting did your students find DISCOVER?

8. What did you like most about the program?

9. What did you like least about the program?

10. How could this program be improved?